

COORDINATE LEARNING AND DEVELOPMENT

UNIT CODE: HRM/OS/BUS/CR/03/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to coordinate learning and development in an organization. It involves carrying out training needs assessment, preparing capacity building programmes and calendar, conducting capacity building, coordinate coaching and mentoring programmes, and enhancing knowledge management, conducting training impact assessment, planning and reviewing learning and development programmes and Managing professional growth and career development in the workplace

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Carry out training needs assessment	1.1 Organization objectives are identified according to SOPs. 1.2 <i>Functional units</i> within the organization identified according to SOPs. 1.3 <i>Training needs assessment tools</i> developed and disseminated according to SOPs. 1.4 Competencies within each function identified according to SOPs. 1.5 Performance appraisal reports reviewed as per the performance appraisal guidelines. 1.6 Gaps in the performance appraisal report identified as per the SOPs. 1.7 Training needs assessment report prepared as per the SOPs.
2. Prepare capacity building programmes and calendar	2.1 Training requirements for each functional unit determined as per the SOPs. 2.2 The training programme that will bridge the gap identified as per the SOPs. 2.3 Training objectives determined as per the SOPs.

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	2.4 <i>Training methods</i> identified -Who, when, where, what and why Resource persons and venue identified as per the SOPs. 2.5 Budgetary allocation for training and development determined as per the SOPs. 2.6 The training calendar is drawn as per the SOPs.
3. Conduct capacity building	3.1 Training calendar is communicated to the employees and resource persons as per the SOPs. 3.2 Training manuals prepared according to the training programmes identified. 3.3 Training is conducted as per the SOPs and professional body. 3.4 Monitoring and evaluation of the training is done and changes initiated as per the identified needs.
4. Coordinate coaching and mentoring programmes	4.1 Goals, objectives and duration identified as per the SOPs. 4.2 Individuals who require mentoring and coaching identified and selected as per the SOPs. 4.3 Coaches and mentors identified as per the SOPs. Coaching and mentoring conducted as per the SOPs. 4.4 Monitoring, evaluation and reporting done as per the SOPs.
5. Enhance knowledge management in the work place.	5.1 Training and development reports are received and compiled. 5.2 Coaching and mentoring evaluation reports are received and compiled. 5.3 Reports are uploaded in the data base as per the SOPs.

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6. Conduct training impact assessment	6.1 Training impact assessment objectives are identified according to SOPs. 6.2 <i>Training impact assessment tools</i> developed and disseminated according to SOPs. 6.3 Training impact assessment report prepared as per the SOPs
7. Review training and development programmes	7.1 Recommendations in the training reports compiled as per the SOPs. 7.2 Training programmes reviewed as per the recommendations in the training reports.
8. Manage professional growth and career development in the workplace.	8.1 Personal training needs are assessed and identified in line with the requirements of the job. 8.2 <i>Training and career opportunities</i> are identified and availed based on job requirements. 8.3 Resources for training are mobilized and allocated based organizations skills needs. 8.4 Licensees and certifications relevant to job and career are obtained and renewed. 8.5 Personal growth is pursued towards improving the qualifications set for the profession. 8.6 Work priorities and commitments are managed based on requirement of the job and workplace policy. 8.7 Recognitions are sought as proof of career advancement in line with professional requirements

RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
1. Functional units may include but not limited to:	<ul style="list-style-type: none"> • Finance • Administration • Human resource • Supply chain management services • Accounts • Sales and marketing
2. Training needs assessment tools may include but not limited to:	<ul style="list-style-type: none"> • Questionnaires • Surveys • Performance appraisal reports • Interviews schedules • Accident reports records • Complains register
3. Training impact assessment tools may include but not limited to:	<ul style="list-style-type: none"> • Individual training reports • Monitoring and evaluation reports • Coaching and mentoring reports
4. Training methods may include but not limited to:	<ul style="list-style-type: none"> • Simulation • Lecture • Demonstration • Role play • Project • Case studies • Exchange programmes

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

Required Skills

The individual needs to demonstrate the following skills:

- Communication

- Data analysis and presentation
- Listening
- Organizational
- Team building
- Leadership
- Time management
- Conflict management and resolutions
- Budgeting
- Decision making
- Emotional intelligence
- Interpersonal Relations
- Crisis management,
- Analytical
- Data analysis and presentation
- Public relations
- Negotiation
- Computer application
- Operations of the organization

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Required Knowledge

The individual needs to demonstrate knowledge and understanding of:

- Emerging issues
- SOP
- Work place procedures
- Human resource procedures and manuals
- Management functions
- Work Planning and documentation
- Human resource legislations, policies and regulations
- Development and administration of data collection tools
- Training principles
- Legislations that impact on training
 - Industrial training Act
 - TVET Act

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified organizational learning and development objectives. 1.2 Developed learning and development programmes and calendars. 1.3 Develop training needs assessment and training impact assessment tools. 1.4 Administered the TNA tools, analysed and wrote reports. 1.5 Conducted training professionally and following the training cycle 1.6 Coordinated coaching and mentoring.
<p>2. Resource Implications for competence certification</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place 2.3 Materials relevant to the proposed activity or tasks
<p>3. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written questions 3.2 Oral questions 3.3 Observation 3.4 Projects 3.5 Review of portfolios 3.6 Third party workplace reports
<p>4. Context for assessment</p>	<p>Assessment may be done in the workplace or in a simulated workplace setting (assessment centers).</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>